



NOTRE DAME OF MARYLAND UNIVERSITY

York Road Education and Service

(YES) Program Tutor

Handbook

2020 – 2021

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Orientation and Overview

List of Contacts

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**Listed above are your contacts for coordination and resources. However, as a tutor, you will also have access to teachers and parents' contact information. It is recommended that you reach out to your students' teachers if you have questions regarding academics.



Mission Comparison

Notre Dame of Maryland University

Notre Dame of Maryland University educates leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University promotes the advancement of women and provides a liberal arts education in the Catholic tradition.

Notre Dame challenges women and men to:

- ❖ *strive for intellectual and professional excellence,*
- ❖ *engage in service to others, and promote social responsibility.*
- ❖ *build inclusive communities,*



Tunbridge Public Charter School

At Tunbridge Public Charter School, we believe that students need regular opportunities to think critically, be physically active, and interact constructively with peers to create and learn habits of mind and body that lead to their living healthy, balanced lives.

Our school is operated by ABI. The word AFYA is Swahili for health, and health is at the heart of what we do at our school. We focus on the health of our students in the following three categories: academic/intellectual health, physical/nutritional health, and social/emotional health. The responsibility of all those connected with Tunbridge—parents, teachers, administrators, board members—is to provide an effective learning environment in which Tunbridge students can develop a strong sense of self, academic proficiency, and awareness of others.

By making the healthy, balanced lifestyle a core part of our mission, we recognize and celebrate the connection between being fit and healthy and being smart with a love of learning. It is our goal to prepare our students for the high school of their choice with these things in mind.



Govans Elementary School

To increase the academic achievement of all students in partnership with the entire community by ensuring all students receive quality education and the tools to become productive, responsible citizens.

Discussion Question 1: How do these mission statements compare?

Discussion Question 2: How do you think your service will impact those missions?

YES Program Overview

Academic Year 2017-2018: Notre Dame of Maryland University applied for a grant through Camps Compact Mid-Atlantic (CCMA) for an AmeriCorps VISTA. The CCMA AmeriCorps VISTA, or YES Program Coordinator, would be responsible for planning and managing what is currently known as the York Road Education and Service (YES) Program. The YES Program was proposed as a resource for low-income students, offering tutoring and holistic support, with the goal of increasing college awareness/preparedness. The YES Program would partner with two local charter schools: Tunbridge Public Charter and Govans Elementary. The YES Program is scheduled to run for three years before it is expected to be self-sustaining

Academic Year 2018-2019: The first year of this partnership, essentially, focused on setting up sustainable tutoring programs in the two schools mentioned above. Students from NDMU, serving as YES Program Tutors, were introduced to Tunbridge PCS and Govans Elementary. Tutors were able to commit at least one hour a week to working with a student on their Math and Reading skills. The ages of students impacted by this academic intervention ranged from 1st Grade to 8th Grade.

Academic Year 2019-2020: The second year of the YES Program will continue supporting the tutoring partnership between NDMU and its partner schools. In addition, however, the YES Program Coordinator will be working to establish two mentoring partnerships through the YES Program umbrella. Each mentoring partnership will be distinct to the school partner's ask and need. However, both are scheduled to roll out during the Spring Semester 2020.

Academic Year 2020-2021: Ultimately, the YES Program is expected to grow. The Schools at NDMU are expected to develop into the partnership through years 1 and 2. By the beginning of the third year, NDMU should have plans about how to establish a health-related relationship between the University, the two schools, and relevant community. This third aspiration will join the tutoring and mentoring program in the goal of creating a sustainable and relevant partnership between NDMU and the community.

***Project Notes:** A consistent aim for the YES Program, from its pilot year to completion, will be to consistently look for ways to improve. There were in the past, and will continue to be, opportunities to adjust program design to satisfy real-time asks or need. Feedback from tutors, mentors, and other YES Program will be crucial to long-term success. **For this reason, it is important that you voice your concerns during your time in the program.** In order to grow successful, the program has to be open to constructive insight from its volunteers and partners in vision.

Project Site Description

[Govans Elementary School](#)

Address: 5801 York Rd, Baltimore, MD 21212

Phone: (410) 396-6396

Principle: Bernarda Kwaw

Govans Elementary is a neighborhood charter school, one of five in Baltimore that is under the Baltimore Curriculum Project (BCP) umbrella. Rather than operating on the raffle system, Govans gives priority to students in their zone before accepting out-of-zone applicants. To support its designation as a neighborhood/community school, Govans has over 30 community partners, of which NDMU is a recent addition.

Staff and Partnerships

More than 80% of the staff at Govans has been at the school for 10 years or more. Transitioning from elementary to middle school, students at Govans have over 80% success rate of acceptance into their middle school of choice. Govans Elementary School has been designated as a Title I school in Baltimore City and many students are eligible for Free and Reduced-Price Meals (FARM) status.

New School Building

Govans Elementary is scheduled to be rebuilt as a [21st Century School](#) over the next two years. During the interim period between schools, 2019-2021, Govans Elementary will be operating in a swing space, the [Baltimore IT Academy Building](#). By the end of two years, Govans will have a brand new school building. Estimated completion time is December 2021. In the meantime, however, YES Program tutors will be kept updated to site and schedule changes that could impact their service.



Image taken from Govans Elementary Friday Newsletter, 21st Century New Building Design

Tunbridge Public Charter School

Address: 5504 York Rd, Baltimore, MD 21212

Phone: (410) 323-8690/1

Tunbridge Public Charter School is an elementary/middle school in the Govans neighborhood, serving pre-k through grade eight. Our school opened in the fall of 2010 and is operated by Afya Baltimore Inc. Afya is a Swahili word for health. At Tunbridge, we focus on the intellectual, physical, and social health of our students. Tunbridge is committed to providing the necessary supports and structures as our young people grow and mature.

Intervention

Specific PARCC data-points indicate a significant number of students in grades 5-8 are not meeting expectations in either English or Mathematics. For instance, students exceeding (score of 5 on a 1 to 5 scale) or meeting (score of 4 on a 1 to 5 scale) standards in English in grade 6 declined from 62.4% in 2015 to just 39.7% in 2017. Similar findings are apparent in Mathematics in grade 6, with the percent of students in grade 6 failing to meet or partially meeting expectations at 45.6% in 2017. Tunbridge Public Charter School has a FARM status range between 74.7% to 34.4% between 2015 to 2017. * Taken from the CCMA AmeriCorps VISTA Project Application.

Honors Math

Tunbridge PCS is currently working on providing Honors Math to qualified students. However, there currently are not enough students in each subject to justify a separate class. As a result, teachers providing an Honors curriculum must teach two classes at once. YES Program Math tutors will be instrumental in supporting those students who require additional assistance in this atmosphere.



Image taken from Tunbridge PCS Website, Main Hall 1st Floor

Pre-Service Checklist

If you have this handbook, then you have probably already completed these requirements.

Once you check all of these boxes, meet with the YES Program Coordinator to get your tutoring starter kit!

- Attend Info Sessions**

This could look like the YES Program Coordinator coming to your classroom to present about the YES Program, or you could have attended either the scheduled Information Sessions during the YES Program recruitment period or an individual session with the YES Program Coordinator sometime throughout the last year.
- Submit Application**

NDMU students who are interested in becoming a YES Program Tutor will be asked to complete an application, which will be reviewed by the YES Program team. Interested students can contact the YES Program Coordinator to print or pick up tutoring applications. After submitting your application, the YES Program Coordinator will reach out to you to schedule a convenient time to meet with you for an interview.
- Complete Interviews**

Interviews will be used to gauge interest, dedication to see the year through, past tutoring experience, and to determine at which site and in what subject the you would prefer to serve. This is also a good time to go through any questions or concerns about joining the program that were not addressed previously.
- Undergo a Background Check**

Because you will be working with children, likely unsupervised, you are **required to undergo a background check through the Human Capital Office of Employment Services for Baltimore City Schools**. Instructions on how to do this will be provided during the screening and pairing process. A background check is valid for 365 days. If you have previously had a background check through Baltimore City Schools, we can either use your current check or file paperwork for an extension. Regardless, you will be expected to submit confirmation of your background check and be verified by Baltimore City Schools **BEFORE** your sessions start.

Provide Schedule and Agree on Tutoring Times

Your class schedule and availability will determine when you can visit the sites. Ideally, you will get paired with a single student early after submitting your application and your background check is cleared. Once you, the YES Program Coordinator, and your site have agreed on your tutoring schedule, **you will be responsible for serving at those times. Commitment to your student is paramount in this program.**

You are responsible to serve the times you have agreed to serve. The YES Program Coordinator is there to facilitate your enrollment in the program and support you during your term of service. However, your schedule at the school is your responsibility. Cancellations or rescheduled sessions are your responsibility to initiate. See the section of this Handbook titled [“Volunteer Hours”](#) for more information on your responsibilities.

Site Schedules: Calendars for [Tunbridge PCS](#) and [Govans Elementary](#) are available online. Each school closes a few times a month for Professional Development or assessment days. Before going for your session, make sure it is a full school day. If you are unsure, [email your YES Program Coordinator](#) or contact your school site if you are unsure how your tutoring schedule might be impacted.

Get Paired with a Student and School Site

Pairing happens differently at each school. In general, tutor-student pairing happens based on schedule availability, subject proficiency, and student’s grade level. A successful pairing is one in which the tutor and mentor feel comfortable and engaged during their time. While we cannot guarantee that your preferences regarding subject and grade level will be met, they will be a significant consideration during pairing.

Pairing at Govans Elementary School

At Govans, you will be paired with a student in Math or Literacy from grades 1-5. Your time with that child will be scheduled out of the classroom at designated times of the week. Pairing happens through the School Coordinator and other Administrators at the school. However, you will be able to intimate what grade you would prefer to serve.

Pairing at Tunbridge Public Charter School

NDMU tutors at Tunbridge will likely be paired with a single student as well. Specifically, Math tutors will serve grade 6-7 students. Regardless of the subject and grade you are paired with at this school, tutoring will be a strictly after-school program, so tutors will meet availability in the afternoons (after 2:30pm).

Determine Transportation Needs

Each school is within a few miles of NDMU, and tutors who wish are free to walk to and from their sites. Tutors with cars are also free to travel on their own.

However, if you, for whatever reason, opt for transportation assistance, [contact the YES Program Coordinator](#).

We are eager to see what works for the NDMU tutors and are looking for ways to make transportation available for those who serve these schools.

Site Orientation

Especially when serving at a new site, it is important that you feel secure, familiar, and welcomed into the space. Each tutor will have the opportunity to visit their schools with the YES Program Coordinator before tutoring. Depending on scheduling, NDMU tutors may have the opportunity to visit their student's classrooms before service.



Volunteer Hours

Tutors will be expected to visit their sites per their agreement with the school. At this time, there is **no set minimum of weekly hours that a tutor has to commit to in order to qualify as a tutor**. However, it is expected that the times you commit to serve with this program are consistently honored. **Committing to session times with your student is the main obligation that you agree to when you start the program.** In some cases, you may be asked to visit your student more than once a week. This can be the case if the student is either struggling with a particular subject or is soon to experience a transition and needs more academic intervention.

Regardless of how much time you offer at the beginning of service, the hours you agree to are the hours you are expected to serve. Tracking your Hours: The hours you serve will be tracked on site via sign-in. At Govans, you will sign your name and time into the “Volunteer” binder at the front desk. After checking in, you can meet your tutor for the session. At Tunbridge, you are expected to sign into the visitor log and fill out a name tag for security purposes. After which, you are free to meet with your student. Aside from these school-based policies, all tutors are required to **log their hours into Mobile Serve.**

Mobile Serve. For tutors to get credit for service hours from NDMU, they will be expected to log their hours through Mobile Serve. Each log required confirmation via email or photographic evidence. If verification is not part of the log submitted to the YES Program Coordinator, the hours will be rejected.

Cancellation/Rescheduling. Serving as a YES Program tutor means that you are committed to being on site and ready to tutor when you are scheduled. However, things happen, and you are expected to put your health and well-being first. **If you cannot make it to your site, then:**

- [Contact your YES Program Coordinator](#) as soon as you know you cannot make it.
- Message your site Coordinator to tell them you cannot be there.
- Offer to reschedule the time, if appropriate.

You should update the school and the YES Program Coordinator at least 24 hours in advance of a schedule change.

Tutor Training and Events. NDMU students serving as YES Program tutors will also be expected to attend the following events in order to be best prepared to serve in the schools:

- Tutor Orientation Events
- Tutor Trainings or Special Sessions, when applicable
- Monthly One-On-One meetings with YES Program Coordinator
- End of Semester Reflective Gathering

What is a YES Program Tutor?

Your Primary Goal as YES Program Tutors



As a YES Program tutor, your primary goal will be to foster self-confidence in the student(s) you are paired with. You have already committed to spending regular one-on-one time with your student. During this time, work to learn the best ways to encourage their participation in the subject you are tutoring.

While this program is interested in assisting students with performance in a subject, the real focus is on **student investment**—their attitude about learning and their confidence in the subject where they have been identified as benefiting from tutor assistance.

As a YES Program Tutor, you can support this goal by:

- Showing up consistently and being engaged for the full time;
- Spending time getting to know the student you are working with;
- Encouraging mutual respect through honesty, openness and building trust;
- Supporting the student’s progress without giving empty flattery or promising results;
- Devoting your attention wholly to the student during tutoring sessions;
- Respecting the student’s personal dignity, without passing judgment or impressing your personal value system onto the student;
- Expecting the student to do their own work (make sure you both know that you have the right to stop “helping” if the student stops “giving”);
- Becoming the student when necessary, asking them to “teach” you how to help them best; and
- Demanding respect for yourself, your student, for the school and the teachers during each session. In some instances, your student’s behavior can be difficult or confusing. [Reach out to the YES Program Coordinator](#) or your contact at the school to talk about positive next steps to support more constructive behavior with your student.

Discussion Question 1: Do you agree that the primary goal of a session should be to build self-confidence? Why or why not?

Discussion Question 2: How do the ways of supporting this goal coincide with your expectations as a tutor? Is there anything that you would add?

Subject Proficiency

As a tutor, it is expected that you know the subject in which you have agreed to tutor elementary and middle school students. We want you to share your strengths and interests with the student(s) you will be spending time with and we want your capability to instill confidence in the program.

On the other hand, you are NOT expected to be an expert or to have all of the answers. **As a tutor, you are allowed to make mistakes, to ask questions, or to simply not be sure.**

We hope that, as you continue this journey with us, you will build confidence both in your tutoring subject and in the process of asking questions and in seeking out resources to fill the areas where you are unsure.

The YES Program Coordinator, project partners and the schools in which you will be serving are there to support you as you give of your time, energy, and knowledge.

If you bring your special concerns to the YES Program Coordinator, they can schedule special trainings or refer you to specific resources that will support your time of service. The first year of the YES Program was focused on Common Core training, per tutor request. The featured topics for upcoming years will evolve based on tutor interest.



Discussion Question 1: What questions / concerns do you have up to this point?

Discussion Question 2: What resources do you think you will need to be proficient and confident in your tutoring subject?

Support Systems for Tutors

The YES Program is very new. It is incredibly likely that you, as some of the first and courageous groups of tutors begin your volunteering, that you will run into spectacular and unforeseen hiccoughs. You will have to expect them and, if you verbalize your concerns, they are an opportunity to make the program better.

That being said, I, as the YES Program Coordinator, am incredibly interested in making this a positive and open experience for you. I want you, individually, to feel supported by your fellow tutors, by myself, and by the people you will be encountering at the schools. If you keep in contact with me during your process, I will do my best to accommodate your “wonderings, worries and wows” as Tunbridge would say, and work to make your choice to serve a fulfilling one.

The YES Program is designed to facilitate individual and group support:

Pre-Session Orientation

As mentioned before, tutors will have the opportunity to visit the space before officially starting their sessions. What this “looks like” depends on your and the schools’ availability.

One-on-one Meetings

Tutors will also have scheduled monthly one-on-one meetings to talk with the YES Program Coordinator. This is where you can discuss whatever you did not want to say in the group. You can stop by anytime as well if I am in my office: **MBK Student Life 217**

Group Trainings

Off-site and in groups, there will be opportunities to share your successes and struggles as a tutor. Your questions and suggestions are also very important and group meetings are a time for you to talk them out with your peers. These trainings may be in-person or virtual through Zoom or some other method. **Additional Trainings:** During Group Trainings, should a particular area of need arise, we can work to schedule special sessions, like Common Core or Restorative Practice, to accommodate group need.



In the Tutoring Session

Tutor Relationships

As a tutor, you have the unique opportunity to be both a teacher and a mentor. You are a bridge for students between class expectations and student's interest in learning. In this way, you are an ambassador and have the potential to build relationships with both students and their teachers, while representing yourself and the culture at NDMU.

Tutor - Student

Tutoring sessions can grow to be very personal. It depends on your style and the student's willingness to share. Regardless, it is important that you and your student understand where each of you is coming from. This looks like:

- Make the investment in your student: show you care by consistently showing up.
- Take a few minutes (3-5) to say hello and get to know your student.
- Set session ground rules that both you and the student can agree to. These should include:
 - *You will not encourage disrespectful language or behavior toward the school, teachers or staff;*
 - *You will not do the students work for them;*
 - *You will not allow students to have phones or iPods at tutoring sessions;*
 - *You will not force your personal beliefs onto the student.*

But, in general, these ground rules are based on your and the student's needs. Ground rules can even be defining language: you can clarify what terms mean or what methods the student already uses in their class and use these in your sessions.

- Respect the personal dignity of each member involved.
- Use encouragement and compliments as they are earned: don't give false hope or empty flattery, as it does not build long-term trust.
- Be patient and sensitive to where students are coming from. Taking time to learn what your student is thinking goes a long way. Some students may have little help available at home for many reasons--parents are working, have other children, or have jobs that allowed them to forget the math they learned in school.
- Admit when you have made a mistake/ finding the solution to problems that occur during sessions.
- Keep your student's information confidential unless your or the student's safety is concerned. If your student says something that concerns you, contact your site supervisor or coordinator to seek intervention.

Keeping these points in mind during your sessions will help guide you through your relationship with your student. Setbacks and disappointments will happen for your student: you can help them move past these moments and into better practices for academic and behavioral success. Ideally, the student should be learning how to learn

independently of you. In a sense, you are working to make your position unnecessary when you encourage your student to learn for themselves.

Tutor - Teacher

As a tutor, your involvement with teaching staff will vary by the school at which you volunteer, your schedule availability, or even by your student's grade. However, it is always encouraged that you develop a relationship with your student's teacher(s). It can help you understand where your student is in their sessions. It will also help you keep abreast of how the class is paced, and what methods are already being used with your student.

If you do have access to your student's class, you may be able to help them be better self-advocates. You can talk with them about how they feel the class went: you can encourage them to ask their teachers for specific help or even request extra credit. Teachers can often be overworked, and may not have the time to devote to each student. Spending time in classrooms and helping the student speak for themselves could help to keep things focused.

Tutor – School

When you are a tutor, especially on-site at the school, you will have to carve out a space that is your own. Depending on when and where you serve, the space could either be full of other tutors or solitary. Overall, it is important to claim your space and your part in the school's rhythm. This is partly why you are encouraged to set ground rules with your student at the beginning. Another way to claim space is to understand the school you will serve in. While it is NOT mandatory, you are encouraged to take part of school events, to observe classes, or to spend time in the space aside from your sessions.

If at any time you are interested in participating at the school you serve, speak with the [YES Program Coordinator](#) about volunteering opportunities or other activities going on at the school.

Tutor – Tutor

Ideally, you will grow relationships with your fellow tutors. Support from your peers going through similar experiences is transformative. The monthly meetings are designed to help keep tutors connected by allowing them to share their experiences in a confidential space.

As the YES Program evolves, these support opportunities likely will evolve as well.



Tutor Session Template

What does a tutoring session look like? As you serve with the YES Program, your skills and experience will grow and shape your personal tutoring style. However, there are some practices that foster a positive tutoring experience for both tutor and student.

Below, is a kind of template for what a tutoring session should “look like.” You can mentally check these points off to yourself as you go, but don’t get too focused on meeting all of these. They are not intended to be tasks: think of them as guidelines.

- Enter the site on time. Sign in and locate your tutoring space.
- Greet your student. Take a few minutes to catch up.
- Identify the focus for that tutoring session (review old material and set a general goal for the session that the student agrees to)
- Have the student explain the work they are doing. Ask more questions than you give explanations. ***You should be talking about a third of the time.*** The student should be doing the rest of the work.
- When you reach a weak spot, encourage them to “work it through” with you by asking them to tell you what they know already. Work backwards. Student should always have to do some explaining and some questioning in a tutoring session.
- Math.*** Math textbooks usually have an answer key. It is okay if a problem is difficult to use the answer and work backwards to uncover the method for solving the problem.
- Allow your student to be silent.*** Give them time to process and work things through. But, interject when you feel appropriate.
- Your last few minutes (3-5) should be used:
 - *as a time to reflect on the session*
 - *to plan on the student’s future goals*
 - *to take required surveys or do required paperwork*

Discussion Question 1: How does this template match your experience in session?

Discussion Question 2: What do your sessions look like, how do you feel about them?

End of Semester Expectations and Conversations

Aside from making sure your hours are logged, your assessments are complete, and you have communicated whether or not you will continue with the YES Program in the upcoming year, think about the date of your last tutoring session and how you will use that time to say goodbye and best wishes to your student.

End of Semester Expectations

Closing each semester, make sure you have set an end date for tutoring. **The expected end date of YES Program tutoring will be the week before finals each semester.** Tutors are responsible to confirm the date of their final session with the YES Program Coordinator within **two weeks** of the end of the semester. Tutors are more than welcome to continue working with their students after the NDMU semester ends, as Baltimore City Schools continue for a few weeks longer than the University Schedule. Speak to the YES Program Coordinator about extending your sessions. We would love to have you!

End of Semester Conversations

You might be joining the YES Program as a tutor for only one semester, or you might be interested in committing to a year or more. Whatever your commitment is, at the end of every semester, you should plan to have a closing conversation with your student. This is important because, by giving your student advanced notice of the last session and by taking time to celebrate the progress made that semester, you are showing your student that they are important and the progress they have made is important to you.

You have options about how you can have this conversation with your student:

- Give your student at least two weeks advanced notice of your end date. Allow them to think about what they want to get done before the last day.
- Talk to your student about your experience: share the positive developments that you have noticed, either in the student's academics or in your relationship.
- Plan to do an activity together during the final session as a way to celebrate the last day. You can use the Common Core Math Games, or find an activity that fits your relationship with your student.

Last year, many of the tutors wrote their student a letter or gave them a small gift to say goodbye for the semester. This is a really good option as well.

Of course, how you celebrate a semester of hard work and accomplishment is between you and your student.

The YES Program Coordinator will be holding a separate Volunteer Appreciation event at the end of each semester in thanks for your commitment.

Tutoring Assessments

Filling out the Tutor and the Student Assessment after each tutoring session helps track behavioral or academic development over time. Each school has their own separate assessment, so when you fill them out, make sure the school is mentioned in the Assessment title.

These assessments are also useful ways to make sure both tutor and student are thinking critically about the time they spend learning together. Questions regarding confidence in material, behavioral considerations, and reflections on what was done at each session are all helpful in making sure that both tutor and student are working together well.

Starting Fall 2020, these assessments moved from paper to digital, using Survey Monkey as a platform. Paper copies are available for both schools: contact the YES Program Coordinator for copies if you prefer. Otherwise, you can find Tutor, Student and Parent Assessments as a web link in the Joule Classroom.

Tutor Assessments

Tutor Assessments help to keep you on the same page with your student, thinking critically about how your sessions are developing confidence and academic interest. Each school uses the same assessment: you should fill out the one with your school-site's name for report purposes, however. You can find the link to these assessments on the Joule Classroom.

Student Assessments

Each school has a slightly different version of assessments because they teach different age groups. Govans has separate assessments for Grades 1-3 and Grades 4-5. Tunbridge assessments separate Grades 1-4 and 5-8. Make sure your student is filling out an assessment each time you meet. If they indicate any difficulty answering content-based questions "Write something you did with your tutor" or do not rate the session highly, this is an opportunity to look for specific concerns that you can address next time.

Parent Assessments

These assessments are only in paper form. **They should be given to the child 2 weeks before the end of the semester.**

Training and Reflection

Personal Learning and Reflection

As much as tutoring is about improving grades, it is also about building confidence, compassion, and interest in both your skills and the outlook of the students you work with. Tutoring, as with other kinds of service, can be a personally transformative experience. We are interested in fostering positive personal growth in tutors that volunteer with the YES Program.

Discussion Question 1: Have you ever tutored before? What was that time like? Would you have changed anything?



As a tutor, you will have to juggle your own learning and lifestyle with a responsibility to your student. This can mean that, as you uphold the NDMU honor code and respect the site's expectations of its tutors, you will also have the opportunity to model a college student lifestyle to children who will be looking to see if that is an option for them as well. Beyond that, you may find that you turn into a kind of mentor as well. Remember these things as you volunteer throughout the year.

Discussion Question 2: How do you feel being identified as a potential role model to local elementary and middle school children? What do you think that will look like on site? Has anyone ever served in that role for you?

Tutoring Oath

I _____ have read and understood this document. I know who to contact if I have questions. By agreeing to become a YES Program tutor for the 2020 - 2021 year, I agree to the following:

- to abide by NDMU and my school site policies while serving as a tutor.
- to respect the teachers and students I work with on site.
- to commit to and properly record the hours I have agreed to tutor.
- to do my part to encourage individual student growth.
- to complete my assessments each time I am in session with a student.
- to attend, participate in, and evaluate the tutor training sessions.
- to communicate my thoughts and concerns to the YES Program Coordinator.

I will contact the Yes Program Coordinator with concerns about my student, the tutoring situation, or any other issues that evolve from this experience.

Print: _____

Signature: _____

Date: _____

Tutoring Resources

Look through these resources to support your time of service!

Each resource is hyperlinked for easy access. If, after looking through these resources, you do not feel you have the support you need, contact the YES Program Coordinator to find additional support.

Reading Skills Development

These resources are for your enrichment and to be used to supplement the work you do in sessions. These resources range from the basics of learning to read, to Common Core-based reading models to help your student identify their Spark and initiate reading on their own. It is important to note that, even though your student is in a certain grade, that they may need reinforcement on basic principles. These games can be used to reinforce them without making them feel behind.

Phonological awareness, phonemic awareness, and phonics

|| Peggy Semingson [10:33]

This video breaks down the basics of teaching early learners to be strong readers. In the English language, letters do not always have a 1:1 relationship with sounds, which means that segmenting and blending sounds is a useful skill when learning to read. A **phoneme** is the smallest unit of sound: segmenting and blending sounds is what people do when they read. **Phonological awareness** is the broader awareness of sound. In a session, use [rhyming, singing, chanting, alliteration, or counting syllables] to reinforce phonetic awareness. Phonemic awareness is where you focus only on the smallest unit of sound. In a session, use [sound isolation/ segmenting phonemes, slow-fast scaffolding, and manipulating sounds] to reinforce phonemic awareness. Teaching Phonological and phonemic awareness should be done in a game format. **Phonics** is the introduction of sounds and letters in print, where you map the speech onto print. This is when students learn to read.

Tutors: watch this video for an overview of early reading concepts and small activities to use in your reading sessions with your student. Here are a few videos about ways to reinforce basic reading habits/skills for your student: [Phonemic Isolation](#), [Phoneme Identity](#), [Phoneme Categorization](#), [Phoneme Blending](#), [Phoneme Segmentation](#), and [Phoneme Deletion](#).

Free Reading Lessons Kindergarten through 5th Grade

|| Smart Tutor Education Programs

This page on the Smart Tutor Website is a resource for you and your student in sessions. Topics range in difficulty and are content appropriate for the grades of your student. Brows

the material to see if you can interject some fun activities into your reading lessons! Some are interactive videos/ games that require Adobe Flash. (Common Core Principles)

[Teach Your Monster to Read](#)

|| Online Computer Game

This is an award-winning online reading game that progressively gets harder as you play it. Targeted at early readers or older children who struggle with basic reading skills, this is a good option if you have trouble motivating your student or they are discouraged with their reading skills. As this as an incentive for the last few minutes of the session, you can work with more focus on the materials at hand. This is a computer-only game and you will need to create an account and a monster for your student.

[Newsela](#)

|| Grade-Specific News Articles

This is a resource for you if you are struggling to find engaging material for your student to read. As a “Teacher” you can manipulate the reading level of news articles, search for readings skills (such as close reading) and ask students the quiz questions at the end. If you are able to identify early the interests of your student or choose to share your major in college/ personal topic you find interesting, this is a good way to bond with the student or to help them think about new ideas. To access, you will have to create and account.

Math Skills Development

These math resources are also to be used to supplement the work your child is doing in class. Especially if your child needs motivation to complete the math work they are doing, breaking up the time with incentives from this list can help motivate them. In addition to Common Core-related games and activities, these resources also include online platforms to help you translate the problems on paper to a more visual and kinesthetic style. It is important to note that, even though your student is in a certain grade, that they may need reinforcement on basic principles. These games can be used to reinforce them without making them feel behind.

[Free Math Lessons](#)

|| Smart Tutor Education Programs

This page on the Smart Tutor Website is a resource for you and your student in sessions. Topics range in difficulty and are content appropriate for the grades of your student. Browse the materials to see if you can interject some fun activities into your reading lessons! Some are interactive videos/ games that require Adobe Flash. (Common Core Principles)

[Free Math Apps](#)

|| The Math Learning Center

These are computer/app platforms that you can use to help your student visualize a math problem. Patterns, number lines, money values, and time-telling are all examples of platforms you can use to “show” your student the problems they are solving on paper in a different way. This is a good resource if you are working with visual or kinesthetic learners.

[MathPickle](#)

|| Math Games by Grade

The quality of these activities and videos are not as great as others. However, they do have a lot of resources for older grades. If you are looking for a Math Game for older grades, check in with this resource.

[Arcademics](#)

|| Arcade Math Games

This is a good incentive/ break for your student that still reinforces math principles. This is a Grade 1-6 resource.

Math Games || Book

In my office I have copies of Common Core Math Games that you and your student can enjoy together. The Grades Kindergarten – 5th have several games that span several math topics. If you do not have access to phone/ computer, consider these games with your student.

In-Session Support

Connecting With Kids Communication Strategies for Volunteers

By Jennifer Goddard, Bank Street College of Education

- Building Relationships
- Active Listening and Tutoring Scenarios
- Non-Verbal Cues
- Age-Appropriate Communication Strategies
- Open-Ended Questions
- Responding to Inappropriate Behavior/Language

Outline of a Tutoring Session

from Carlton.edu

- Tutor Session Template
- Tutoring Strategies
- Positive Reinforcement
- What would you do?
- Tips for Tutors

Community Resources (websites)

- [York Road Initiative Website](#)
- [York Road: Our History, Our Story](#)
- [York Road Partnership](#)

Govans Elementary School News

- [Govans Elementary Takes First Place In Regional Robotics Competition](#)

Tunbridge Public Charter School

- [“Quality abounds in Baltimore schools”](#) *The Baltimore Sun* December 2017

Inspiration

- [Every Kid Needs A Champion | Rita Pierson \(7:48\)](#)
- [Helping Poor Kids—From One Who Knows by Patrick Anderson](#)